

A PLANNED READING PROGRAM IN THE
HASTINGS JUNIOR HIGH SCHOOL
1950 - 1958

A Thesis
Presented to
the Faculty of the Department of Library Science
Appalachian State Teachers College

In Partial Fulfillment
of the Requirement for the Degree of
Master of Arts in Library Science

by
Jonnie Googe Padgett
August 1958

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ABSTRACT

This study was promoted by the need for (1) a better understanding of the value of reading in the school program (2) and to arrive at conclusions for an improved cooperative policy by which librarians and teachers may give guidance to pupils under their supervision.

The data for this study were collected as a part of an improvement program of the Hastings Junior High School, Hastings, Florida. The teachers and administration worked with the librarian in helping to solve their difficulties in reading reported in all areas of the school program from 1950-58.

The study showed that 181 different children were included for a period of three years each. The work with the children was a part of the regular program in all phases of the school curriculum. Reading was not an isolated subject. The librarian chose to guide and assist each individual child of this study from his entrance into junior high school.

This writer found during the study that pupils responded to the guidance of the librarian and considered the use of the library as a most important part of their training.

The average number of books read varied not only as the result of the child's ability to read but many times home environment and other outside factors caused deviation. The appreciable drop in reading interests in grade nine was constant throughout the study. Boys and girls who read well in all subject fields had better vocabularies and did better classroom work. They also made more and varied choices in their pleasure reading. Another mark of growth came in the ease with which they used reference materials.

The investigator recommended (1) that a program of this nature be continued in this school as it will assist in the reading program already in progress, (2) that children who were found to have exceptional ability to be given an accelerated program in which the library can be of most valuable assistance, (3) that the slow reader be given numbers of books which he can read and then advanced to more difficult ones as he is ready for them, (4) that pre-planning days of the school term be used to acquaint new teacher with these services to the children, and that post-planning days have some part of the scheduled activities for an evaluation of this cooperative work, and (5) that records which are kept up-to-date be made available to staff members for study in the continued work in the curriculum of the school.

Dedicated
to
Joel Clifton Padgett
my small nephew
whose love for
reading is an
inspiration
to me

ACKNOWLEDGMENTS

This study was an outgrowth of eight years of experience and concern with the reading of adolescents in grades seven, eight, and nine. The numerous problems, which were constant, involved many people, both children, pupils in the school, and adults, the librarian, teachers, and principals.

I am grateful to each of them in the junior high school named in this study for their assistance and cooperativeness.

I wish to express my particular thanks and appreciation to Mrs. Ila Taylor Justice, Miss Eunice Query, and Dr. Wiley Smith, my graduate committee, for their inspiration and encouragement.

To the members of my family, who have been so understanding in giving me their love, appreciation, and sympathy, when work was not always easy, go my humble and heartfelt thanks.

J. G. P.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

I. INTRODUCTION

One of the chief purposes of education has been to help the individual see more clearly the road which has the greatest promise in leading to happiness and success. Reading, one of the three R's, has long been recognized as one of the chief processes in achieving knowledge of desired subjects as well as the pleasure derived from the ability to read. Reading had its beginning with the earliest learning and was the first named of the three basic methods.

Even though the chief aim of the school has provided wholesome experiences that every child has needed for growth and development, frequently the problem of reading or not reading has become a part of the guidance program. The library has been one of the newer additions to the school, but through this medium much help has been obtained in all fields of the school curriculum. A child is interested in achieving and learning by whatever method offered and should be familiar with books in any process.

This study was made to determine the role of the school library in the Hastings Junior High School in relationship to the reading program of that school.

II. IMPORTANCE OF THE STUDY

Prior to 1950, as in many schools, a need grew for ^{why} more reading instruction and guidance at all levels of the school work. The junior high school has been an adjustment or transition area for children of all schools. More and more books have filled a need created by the problems of these early teen agers. The librarian's knowledge was sought as an aid in the selection of books and non book materials, and thus she became a part of plans made cooperatively with teachers and principals. Effective procedures were recognized by all who were in charge of these children in any and all of their activities. The curriculum of the school was enriched with the combined assistance of the librarian, teachers, and principal. Children were happy with finding answers for themselves through directed guidance and plans which filled their individual needs.

III. STATEMENT OF THE PROBLEM

It was the purpose of this study to show how the librarian of the Hastings School system through her training and understanding became a part of the guided reading program of the junior high department. The librarian attempted to determine the reading interests of the junior high school pupils through their choice of books (1) by discovering the ^{problem}

differences in reading habits; (2) by becoming acquainted with the personality traits of individual students as it affected their reading preferences; (3) by becoming informed about their reading abilities; (4) by making accurate records of books read as to types and difficulty; (5) by presenting tables with specific data concerning each child who participated in this study.

IV. DEFINITION OF TERMS

Effective procedure. This term refers to any method the librarian and teachers employed successfully. Every procedure used by this writer was substantiated through reference to well-known authorities.

Intelligence. Intelligence is the ability to act adequately in a given situation.

Junior High School. Throughout this study the term, junior high school has designated grades seven, eight, and nine of the Hastings School. This fulfilled the requirement of the state of Florida.

Assigned reading. Reading that was a part of the class activities of any subject was designated as assigned reading.

Audio-Visual materials. Materials that may be seen and heard are audio-visual materials. These materials include maps, charts, pictures, films, recordings, and film strips and have become a part of library equipment. These are used as needed and are referred to as non-book materials.

Curriculum. The term curriculum means a planned program of study approved by the state to fit the whole child to live in a democratic society.

Personality traits. Personality traits describe the child's subjective side, his temperament, and his emotional depth, breadth, and change both physical and mental.

Interests. The child's interests are the influences which affect his actions.

Cumulative records. This term, referred to in this paper, has been used to show the entire school record of the pupil from his date of entrance in the first grade to the time of the study.

Recreational reading. Recreational reading is reading of any type that was done for the joy of reading.

Anecdotal record. Anecdotal record was interpreted as an account of interesting incidents and events in the

tense
 charge

life of the child. These records are generally short and unpublished.

V. LIMITATIONS OF THE STUDY

In this study the effective procedures, described fully in the following pages, were used to acquaint those in charge with the strong and weak points identified through the use of intelligence tests, achievement tests, personality and interest inventories, reading tests, physical examinations, anecdotal records, eye tests, audio tests, complete records of library books read, and family history from cumulative records.

The part of this study with which the writer was involved combined the findings of classroom teachers, administrators, and librarians. All children who have gone through the junior high school from 1950 to 1958 were included. Complete records for those who moved into the school or from the school were not available. For all who were in regular membership in the school the data for this study was completed.

VI. OVERVIEW OF THE STUDY

This study consisted of these phases:

1. Using a survey of intellectual capabilities, learning abilities, scholastic achievement, personality

traits, and interests in reading to identify their individual need for the guidance of the librarian.

2. Making a more complete study of these children by compiling data gathered by visiting homes, and by interviewing parents. With this information the librarian attempted to give guidance to meet as many problems as could be met for the individual.

3. Sharing the findings with the child during individual conferences, by making available his cumulative reading records, by commending him on progress and improvement and by allowing him to present his problems to be solved.

4. Using various effective procedures for stimulating each child to become acquainted with his needs so that his reading would not only be a means of learning but a joy forever.

5. Compiling information into charts, graphs, and ratings for interpreting progress of the program.

6. Evaluating the results of this study.

CHAPTER II

REVIEW OF LITERATURE

One of the functions of the library and the librarian for many years has been books and their use for pupils and teachers. The librarian shares the interest of a reading program with the teachers. The lag in reading, if there has been one, may be due to improper methods used in the motivation of the child. It has been said that children are reading less since the use of radio, movies, television, and comic books became so prevalent, but even with these and other factors to combat, the school produces more readers than in former days. Albert J. Harris in his recent book set forth these ideas in defense of reading:

The schools are spending more time on the reaching of reading. . . and more money on reading materials. Reading is closely related to school success. . . Reading is a valuable tool.

There is a high correspondence between good problem solving and good reading ability. Reading broadens the range of knowledge, enriches the vocabulary, and provides the reader with desirable models of style that he may imitate.

General reading comprehension was found to be significantly related to at least average scholarship, and to all separate subjects.¹

¹ Albert J. Harris, How to Increase Reading Ability (New York: Longmans, Green and Company, 1956), pp. 1-16.

Learning to read and reading to learn are processes which are not limited to a particular grade level. Each subject has a vocabulary peculiar to the material to be mastered. When these terms have become a part of the learner's vocabulary and he puts them to good usage there is a learning process. When acquainted with these in the classroom, the expansion process with library materials will continue to broaden the knowledge in any and all fields.

The ever increasing holdings of school libraries has aided in reading interests and habits of children. The library of the Alamo Heights School of San Antonio, Texas, had Mary B. Carver as its inspiration to show how from small beginnings an ideal situation could be developed.

Mary B. Carver served as the inspiration for the beginning of a library and its services. She began in 1927. . . Her beginning program was very small but today the high school library over which she presides is a dream come true.²

Books will be read for there has never been an age in which more printed material was available. Lawrence Clark Powell made these pertinent statements in his belief in a reading public:

The desire to read is nearly as deep as the desire for food and love. It is almost as much pleasure to observe its gratification as it is to read. . . The chief attributes of a good librarian

are that he be a reader of books and a servant of those in need of help.³

An eloquent appeal for reading habits, especially reading of science classics to meet today's needs, was discussed by Jacob Bronowski as:

The word is a communication symbol in which knowledge is not only fixed but is also passed on... The written records give a society a store of knowledge which can be many times larger than the knowledge of any one man. . . . An educated society can exist only when knowledge is not merely stored, but is also common Writing had made it possible to store knowledge, but it did not in itself make it possible broadcast it. . . . Printing made books into something more than repositories of knowledge. . . . The printed word and the libraries remain for all the most powerful means of self education. . . . Librarians in libraries may be regarded as the custodians for the whole of our culture, in the arts and in the sciences together.⁴

Individual reading is necessary to be most meaningful.

Personal needs must be met to take care of differences and difficulties encountered in the various kinds of reading. The counsel and advice of the librarian are individual matters as materials are sought on every level. Lorene Fox discusses individualized reading as:

A term increasingly used to describe a variety of reading programs in which the individual nature of reading is recognized and deliberately provided for.

³Lawrence Clarke Powell, "Books Will Be Read," Library Journal, LXXXIII (February 1, 1958), pp. 346-51.

⁴Jacob Bronowski, "Knowledge and Education," Library Journal, XXXVIII (February 1, 1958), pp. 337-42.

It is also a term which indirectly relates to individualized practices in the teaching of reading which down through the years have gone unlabeled but have nevertheless been carried on in many schools by many teachers sensitive to children and how they learn.⁵

All reading programs call for continuous provisions of a variety of well planned reading choices in all fields for which the children are participating. This may be done alone or in groups. This individual reading will require that reading be done imaginatively and understandingly; however, suggestions and corrections will come from those in charge. Fox thinks that:

Only when a child can select does he have the chance to understand and consequently to do something about his own state of affairs in reading. . . The choice of choosing is the beginning - not the end.⁶

The teacher no longer limits the child's choice of books to read. The librarian has many more obligations to the child seeking the reading materials for his best use, than handing it across the desk properly stamped. The librarian in her proper role gives guidance to all, whatever race, creed, intelligence, or financial means. This was realized when the curriculum and counseling services were

⁵ Lorene K. Fox, "Individualized Reading," National Education Association Journal, XLVII (March, 1958), pp.162-3.

⁶ Ibid.

designed with cognizance of the interests, needs, and abilities of each and every individual.

She is a very special counselor in the reading field and is prepared to assist individually in any program of a given school. There are many angles to the reading program some of which will be discussed in the light of readings made on this study. The contact with real people can be meaningful to younger people as Amy Lowell so aptly expressed it in her free verse style:

For books are more than books, they are the life,
the very heart and core of ages past, the reason
why men lived and worked and died, the essence and
quintessence of their lives.⁷

When pupils, teachers, and parents are brought to know the importance of reading in the total program of the school, progress will be the result from this intelligent understanding. Sister Mary Edith and Sister Mary Amatora found from their extensive research program that:

Awareness of the importance of reading in the school curriculum has taken on increasing proportions throughout the last quarter-century. Much of the success in the improvement of reading programs in recent years has stemmed from research centers of universities, colleges, and school systems. Yet without the cooperation of the classroom teacher the former would have availed nought. Happily are the teachers cooperating in such studies for they realize that tangible results are possible. Aided by the light of research studies in numerous different aspects of

⁷Amy Lowell, The Complete Works, The Boston Athenaeum (Boston: Houghton Mifflin Company, 1955), pp. 22-3.

reading, the classroom teacher can be guided not only to the needs of her class collectively, but also and more especially to the specific needs of each individual child.

The interests of the children in reading has always been a potent tool in the hands of the observant teacher. Children's reading interests and habits are far-reaching in their effects upon other aspects of child development. The last decade has seen a considerable increase in studies of this aspect of children's reading.

As children approach high school age there is a noticeable drop in the amount of voluntary reading. This is true of boys as well as girls. . . . The total amount of free reading done was slightly larger for girls than for boys. . . . A second peak was reached at thirteen years followed again by a second decrease. Girls exceed boys in interest in fiction, but boys exceed girls in adventure stories.⁸

As studies of the age factor have been made, the reading of children points more and more to the importance and necessity for wise guidance. If a child is not interested, he does not choose to read a book, certainly not a book above or below his own reading level.

Sister Mary Edith and Sister Mary Amatora in a summary of reading interests defend the decisions that:

1. It is precisely the free reading interests of the child that will persist after he is out of school. Often lifelong interests can be traced to elementary school years. By carefully studying each child, his likes and dislikes, the teacher can do much toward initiating wide and lasting wholesome interests in the children.

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Sister Mary Edith and Sister Mary Amatora, "The Age Factor in Children's Interest in Free Reading," Education, LXXI (May, 1951), pp. 567-71.

2. Teachers take more vital interests in the free reading of their pupils, and they study the tastes of their pupils and direct them.

3. Teachers study the interests of children with a view to redirecting these where necessary, and also to broaden the range of interests in the case of those children who limit their reading to one or few interests categories.

4. Teachers make special study through diagnostic testing of the particular reading difficulties of every child who is below par. . . They use in each case the proper therapy to assist the child to improve his reading.

5. The child who has difficulty in reading will not read more than he must read; the child who is reading at a lower level of difficulty will be unwilling to read books according to age or grade level.

The alert teacher has a number of means and devices at her disposal in directing the interests of her pupils' reading. As a few means of stimulating and improving children's reading this list of eight suggestions is given.

1. Provide a browsing corner in each classroom.
2. Use advertising methods such as - jackets on display, bulletin boards, notices, records and charts of books read.
3. Allow pupils complete freedom of choice in selection of books.
4. Organize reading clubs.
5. Invite parental interest and cooperation.
6. Frequent, systematically directed library excursions for pupils by both teachers and parents.
7. Never require lengthy book reports.
8. Partial but eloquent readings from stories by teachers and/or parents.⁹

Other discussions were made on reading interests and their implications by Terman and Lims. They agreed that children read for three fundamental reasons and show relation to other factors as:

⁹ Ibid.

1. Curiosity
2. Desire for wish fulfillment
3. The tendency to imitate

An insistent curiosity is one of the best signs of superior intelligence.

Individual differences are so great that what will interest one child will hold no appeal for another.

The differences in reading interests caused by school environment, social or economic status and home training are too evident to require much elaboration.

General intelligence influences not only the amount of reading but also its quality and range.¹⁰

In the study of 3,000 sixth grade pupils, Thomas found that:

Two-thirds of the pupils were reading at sixth grade level, twenty-four per cent were reading a year or more above their mental age and thirteen per cent below their mental age.¹¹

Gertrude Hildreth says in discussing reading techniques and how to improve them that:

Lack of comprehension may be due to insufficient information, experience, and background.¹²

Lancaster finds in his study which deals with choices that:

Children ten to fifteen read ninety-eight per cent fiction and very little poetry. From nine to twelve they

¹⁰ Lewis M. Terman and Margaret Lima, Children's Reading, A Guide for Parents and Teachers (New York: D. Appleton-Century Company, 1931) et passim.

¹¹ George I. Thomas, "A Study of Reading Achievement in Terms of Mental Ability," Elementary School Journal, XLVII (September, 1946), p. 33.

¹² Gertrude Hildreth, Learning the Three R's, (second edition; Minneapolis: Educational Press, 1947), p. 323.

are also interested in dramatic action, adventure, and heroism.¹³

Jordon's study of the choices of girls found that:

Girls of ten to thirteen prefer stories of home and school life, fairy stories, and love stories.¹⁴

Zeller's study included grades six, seven, and eight and the results were:

Books of fiction predominated in the totals... There was little interest in poetry.¹⁵

Belzer made a study of the reading interest of boys and his tabulated results were:

Books of adventure rated highest on the readings of the boys studied.¹⁶

Witty and Kopel in presenting results on motivation and reading assert:

That the height of nature stories and fairy stories is reached about the ninth year; then develops an interest in real life stories. At twelve and thirteen years the amount and variety of reading for boys and girls reaches its peak. Children at this age level show some interest in every field of literature.

¹³Thomas J. Lancaster, "A Study of the Voluntary Reading of the Pupils in Grades 4-8," Elementary School Journal, XXVIII (March, 1928), p. 537.

¹⁴Arthur M. Jordon, Children's Interest in Reading (Chapel Hill, N. C.: University of North Carolina Press, 1926), p. 28.

¹⁵Dale Zeller, The Relative Importance of Factors of Interest in Reading Material for Junior High School Pupils (New York: New York Teacher's College, Columbia University, 1941), p. 77.

¹⁶Danylu Belzer, "The Reading Interests of Boys," Elementary English Review, III (June, 1926), p. 166.

After sixteen the reading interests are more matured and little difference from adult reading can be detected.¹⁷

In answer to frequent demands for selection of books that would be approved by those in charge and by the children who read them, George W. Norvell made his study. He was cognizant of the fact that previous plans had to a great extent failed to meet the test in obtaining a major objective--more and better reading. He felt that there was a solution, simple but not easy, to make reading genuinely attractive. He states:

In the past, two mutually opposing principles have governed the assembling of classroom reading materials. In accord with the one, adults chose from classics and contemporary literature, titles which they were convinced children should know. The resulting offerings, as English teachers know all too well, failed to satisfy pupils....

Under the second plan selection which has had wide vogue, the supposed popularity with children of lightweight and ephemeral materials, constituted the criterion. This time neither teachers nor pupils approved the results, for young people are seriously concerned with life's problems, their problems, and are not long content with the trivial...

A third plan is now proposed. Discontinue reliance on "expert" opinion which has proved inadequate. For reading in common choose only selections known to be enjoyed by children through sufficient data coming directly from children. From the titles which children themselves indorse, exclude the trashy. To summarize; For reading in common choose only the selections which stand where the line of student and

teacher approval coverage.¹⁸

The baffling question in some cases is not what shall be read but how can the non readers be enticed to read. Much has been said and much has been written about this discouraging problem. Jessie F. Woodman has set in motion suggestions to which interested people can add other ideas. They are:

1. Have a carefully chosen library in the room (maybe loan from central library).
2. Have each child list his hobbies, how he spends his time, and his outside interests.
3. Make a game of it (extra work for teachers).
4. Personal interest sheet for each child
5. Show the table of contents and how they may choose a story which appeals to most children.
6. Guidance in reading magazines is a must.
7. If a student comes in all thrilled about a book, let him rave (teacher or librarian).
8. Have a browsing corner (in room or library).¹⁹

The real and abiding beauty in missionary work of this kind is that those in charge can add good ideas to this list at any time. No one can estimate the real and lasting value of encouraging outside reading among the many jobs of the school program.

Recognizing the need for improvement and then doing constructively something about the named situations will be

¹⁸George W. Norvell, "Some Results of a Twelve-Year Study of Children's Reading Interests," *English Journal* XXXV (December, 1946), pp. 531-536.

¹⁹Jessie F. Woodman. "Baiting the Balkers: Getting the Non-readers to Read," *English Journal*, XXXV (May, 1946), p. 269.

of value in any program. William S. Gray set up six such criteria for administrative responsibility in:

1. Setting up agencies for cooperative study of the adequacy of the current program; and identifying the changes needed either to recover lost ground or to adjust it better to expanding needs or both.
2. Making adequate provisions for interpreting recent trends and new development to the staff as a whole, for helping teachers of limited training to bring themselves up-to-date, and for cultivating a vision of new possibilities among those who follow outmoded practices.
3. Securing the funds, training personnel, instructional facilities, freedom of staff members for essential individual and committee work, and other resources required in effecting and maintaining needed improvements.
4. Promoting the wise selection or development of improved curriculum materials and instructional aids for use in attaining clearly defined goals.
5. Providing sympathetic and constructive help to teachers in their effort to improve the efficiency of classroom activities and in evaluating the adequacy of the results attained.
6. Interpreting to the public recent changes in reading programs and additional improvements needed, and enlisting its wholehearted cooperation.²⁰

In our ever changing pattern of education there are very few significant reforms that have been achieved overnight. Any and all school staffs proceed wisely when a limited number of problems are selected for intensive study. Then each change should be made to fit into an ever expanding program. When this program is developmental it will promote growth in and through reading. David Russell discusses

²⁰William S. Gray, "Improving Reading Programs, Education, LXXXI (May, 1951), pp. 535-540.

the place of reading in the curriculum thus:

The child, his curriculum, his reading experiences: here should be an unbroken sequence. Reading instruction cannot exist in a water-tight compartment. It is a part of the whole curriculum of a child, or class, or school system. Reading experiences are in constant interaction with other experiences. They grow out of the child's activities in science, social studies, mathematics and health and understandings in these areas, in turn grows out of reading activities.

To summarize the modern reading program is to suggest that it has four main facets:

1. The developmental reading program. This asks, "What is Johnny doing in reading?"
2. The functional reading program. "How is Johnny using reading?"
3. The recreational reading program. "How is Johnny enjoying reading?"
4. The enrichment program for personal social growth- "What is reading doing to Johnny?"²¹

The library which is the center of all reading programs in the school has aided in every way possible to realize all goals set for reading. The needs of our expanding society cannot be met adequately without improved methods to match our reading materials and to meet the demands of the time. No pupil should be permitted to feel that it is too late or that he is too old to learn to read, or to improve his reading power. Cushman gives three imperative reasons for teaching reading:

1. There is the imperative need in a democracy for that thing we call individuality.

²¹David Russell, "Curriculum, The Basis of Reading," Education, LXXI (May, 1951), pp. 541-544.

2. There is an imperative need in a democracy for good workers.
3. There is a need in a democracy for thinking citizens. . . Each of the named reasons will demand the teaching of reading.²²

Even when children are classed as mentally retarded, reading is of a permanent help. Dorothy M. Warner in her study states:

Reading is an important factor in helping mentally retarded children to take their places in a community.²³

As this review of literature has gone from one appraisal of this topic many different thoughts have been presented. Athea Berry in her discussion of well-rounded reading programs has submitted some thought provoking terms:

The three R's of a basic recipe -
RAPPORT - READINESS - REASSURANCE

The eight R's of a reading program
RELEVANT - RECIPROCAL - REALISTIC - RANGE -
ROBUST - READJUSTED - REMEDIAL - RELEASING

The four requisites of a teacher in such a program -
RESPONSIVENESS - RESOURCEFULNESS - RESOLUTENESS -
RE-CREATIVITY²⁴

²²
C. L. Cushman, "Why Teach Them to Read?"
Education, LXXI (May, 1951) pp. 545-547.

²³
Dorothy M. Warner, "Reading Needs of the Mentally Retarded," Education, LXXI (May, 1951), p. 552.

²⁴
Athea Berry, "A Well-Rounded Reading Program for All," Education, LXXI (May, 1951), p. 553.

Much has been said in defense of the child who had the reputation of speaking well and reading poorly. There have been pros and cons on this subject: however, there are those who have definite ideas in linking speaking and reading. Sterl A. Artley advances this theory:

A child can read no better than he can organize his ideas and express them. Reading is a process of thinking, interpreting, and reacting. Printed symbols serve only as triggers to release the thought-process and set it in action. Since the thought-process cannot take place in a vacuum but must deal with ideas already in mind, the importance of comprehending, organizing, and using ideas on a spoken level is readily apparent. Too often reading is thought of as a subject to be taught-sound, syllables, and skills - rather than as a process of interpreting and reacting, the basic elements which are laid down in oral language.²⁵

In an early study of the relation of parents, home and certain developmental characteristics to children's reading ability, Sheldon and Carrillo found the following factors to be somewhat related to the reading ability of children:

For first consideration was the size of the family, position, in the family, number of books in the home, educational level of the parents, and the child's like or dislike of school . . . No relation, however, was shown between reading ability and these factors: number of children in the neighborhood who are of the same age as the child, number of times that the family moved (unless the move occurred at the age when the child was learning to read), the number of fears of the child, and the general frequency of day-dreaming as noted by the

parents.²⁶

Another study which dealt with the relation of parents and home was made by William Sheldon and Warren C. Cutts at Syracuse University by means of questionnaires sent to parents. The tabulated results in regard to the things that affected the reading status of the pupils are named thus:

1. Pupils like and dislike for school activities
2. Methods of parental control
3. Interests and hobbies
4. Physical development
5. Verbal communication
6. Frequency of nightmares
7. Physical characteristics
8. Parental level of aspiration for the child
9. Leadership status
10. Motor - coordination ²⁷

Pearl S. McCarty made a study of the library reading interests in grade seven, eight, and nine, in fifteen schools. In the results for choices of books she revealed that:

The major reading interests of the entire group was 40.7 percent fiction, and the predominance of girls' reading featured "girls" books with the themes of home and school life. . .

²⁶ William A. Sheldon and Laurence Carrillo, "Relation of Parents, Home, and Certain Developmental Characteristics to Children's Reading Ability, Elementary School Journal, LII (January, 1952), p. 270.

²⁷ William D. Sheldon and Warren Cutts, "Relation of Parents, Home and Certain Developmental Characteristics to Children's Reading Ability, II, " Elementary School Journal (May, 1953), p. 517.

In comparison of reading habits by sex - boys books lead in (1) adventure, (2) general fiction, (3) animal stories, but this varied by grade and age.²⁸

Well rounded programs should include the gifted child but this has not always been the case. James B. Conant in one of his addresses said:

To the extent that we fail to discover and utilize the potentialities of the youth of each generation, we are dissipating our greatest source of wealth: The young people of our nation.²⁹

Paul Witty in discussing the gifted child in secondary school states that:

Perhaps the greatest single opportunity for enrichment resides in the field of reading. . . It is necessary in guiding the reading of the gifted to analyze and develop his interests, and to direct his book choice in accordance with his mental maturity.³⁰

A study was also made by Walter Barbe on the reading of the gifted child in high school. He found that:

The gifted boy preferred mystery first while the gifted girl placed historical fiction first. Life magazine came first for both in magazines read. . .The

²⁸Pearl S. McCarty, "Reading Interests Shown by Choice of Books in School Library," School Review, LVIII (February, 1950), p. 94

²⁹James Conant, "Public Schools and the Talented," Understanding the Child, XVII, no. 2 (1948), p. 52.

³⁰Paul Witty, "The Gifted Child in Secondary School," The Bulletin of the National Association of Secondary School Principals, XXXIII, no. 162 (1949), p 263.

golden age of reading is usually found about the thirteenth year . . . Acceleration is a method often used in providing for the gifted but it must face much justifiable criticism.³¹

The "Quiz Kids" have been discussed widely for their unusual ability in the fields of their choice. Paul Witty made a study of them as graduates to determine their favorite subjects for reading and their occupational interests. It revealed in order these:

Favorite subjects - history, science, English, journalism, mathematics, languages, speech, genetics, psychology, economics, religion, and art. . .

Occupational interests - entertainment, teaching, advertising copywriter, steno-accountant, bookkeeper, military science, assistant society editor, writer, news-paper man, chemist, post doctoral research.³²

Of genuine concern is the reading habits of the subnormal boy or girl. In the study by Terman and Lima it was found that:

The subnormal child will seldom read anything without urging. . . He requires considerable attention to his reading to see that his interests are kept up and that books are given to him when he is ready for them.³³

³¹Walter Barbe, "A Study of the Reading of Gifted High School Students," Educational Administration and Supervision, XXXVIII (February, 1952), pp. 148-154.

³²Paul Witty, "A Study of Graduates of the "Quiz Kids" Program," Educational Administration and Supervision, XXXVIII no. 5 (May, 1952), pp 257-271

³³Terman and Lima, op. cit., p. 64.

H. C. Gunzburg also made a study of the subnormal boy and drew these conclusions:

The subnormal boy although handicapped by lower intelligence, narrow experiences, and limited in vocabulary may nevertheless be a keen reader with a critical attitude toward his books. He knows what he likes and is not inclined to accept what is given to him and to conform to prejudices. It is not correct to generalize by stating that the subnormal child needs special urging and attention, although there may frequently be present an emotional blocking which interferes with his enjoyment of reading. Once, however, this emotional maladjustment is made less severe by suitable psychotherapeutic treatment, the fact of intellectual inferiority in itself is not responsible for disinterest in reading.

The subnormal boy's reading interests are essentially the same as those of boys of his mental age, although with some characteristic differences.³⁴

The appeal of biography has been divided into three groups by Grace Miller Heriot. Biography makes an appeal to children because:

1. It is a true story.
2. It concerns people.
3. It inspires ideals. . .

Pictures, clippings, bulletin boards, and questions are ways of inspiring young readers in this field. A long recognized approach to the child study of biography is the use of autobiography, an instrument for determining to some extent the aptitudes and attitudes of individuals in the class - in the field.³⁵

Recreational reading, even though low in the list of recreations in which children participate, is still of

³⁴H. C. Gunzburg, "The Subnormal Boy and His Reading Interests," *Library Quarterly*, XVIII (October, 1948), pp. 264-274.

³⁵Grace Miller Heriot, "Children and Biography," *Elementary English*, XXV (February, 1948), pp 98-102.

importance. Inez L. Mauck and Esther Swenson list their findings as:

The rank of importance as it met the child's approval was - (1) sports, (2) games, (3) radio, (4) reading, (5) movies, and (6) hobbies. . . . The pupils in this study did take advantage of additional reading materials of suitable types and difficulty when they were made available. This finding suggest that it might be advisable for schools to provide additional good reading material for voluntary use of children.³⁶

Always as we review books and discuss the importance of reading, we agree with Emilie Pousson.

Books are keys to wisdom's treasure;
Books are gates to lands of pleasure
Books are paths that upward lead
Books are friends, - Come, let us read.³⁷

³⁶ Inez L. Mauck and Esther Swenson, "A Study of Children's Recreational Reading," Elementary School Journal, L (November, 1949). pp. 144-150.

³⁷ Florence Adams and Elizabeth McCarrick (comp.), Highdays and Holidays (New York: E. P. Dutton and Company, 1927), p. 262.

CHAPTER III
THE ENTIRE SETTING
I. INTRODUCTION

The ultimate result of this study has not been in how many books and what types, but in how these books read, assisted the readers in grades seven, eight, and nine of the Hastings Junior High School, to establish better reading habits and be more discriminating in the choice of reading materials. This was accomplished through the combined efforts of the librarian and teachers.

As each individual pupil chose to read, it was important to know what he read and how he read. If pupils did not choose to read, of necessity an approach was planned so that he would begin. The beginning was a slow process at many times and in some cases grew slowly while in others motivation was all that was needed.

Chapter three will give a description of the entire setting for the study. It will discuss the librarian and her reason for making such a study. It will describe the library in which the study was made from its beginning as well as the community of which it is a part.

As has been stated all of the children enrolled in this junior high school for the period of 1950-58, whose records could be obtained, were included. } methods

II. THE LIBRARIAN OF THIS STUDY

The writer who undertook this study has a B. A. Degree from Columbia College, Columbia, South Carolina, and additional advanced work at the University of South Carolina, the University of Florida, and Appalachian State Teachers College. She has had many years of teaching experience beginning in the high schools of South Carolina and continuing for seven years in that state. In September of 1928, she went to live in Hastings, Florida, and continued to teach in the fields of mathematics and English. To date she has continued to work in that school; however, in the early 1950's the writer added to her experiences the role of teacher-librarian.

After taking over the duties of the school library there was a need to add library science, a new field of certification. That brought her to the Department of Library Science at Appalachian State Teachers College in Boone, North Carolina, where she has continued her studies.

She has become very much aware of and very much interested in studying all phases of that work which can help her to understand the growth and development of children through reading in particular.

Her desire is to help create better learning situations for the child, to formulate a more flexible program in

which school subjects can be inter-related with real life experiences through better reading, and to help him to help himself.

In 1950 this librarian began a study of these pupils. She became a part of the testing program carried on in that school and was permitted to use results whenever needed. Of course testing alone was only the beginning of the program. It stands as a base from which to work as results only in a small way identify some strong and weak points of the child tested.

The cumulative folders of the Florida school system, when faithfully kept, are sources of information or records of many kinds as: academic, health, test records, anecdotal records, home background, and samples of work from the time that each individual child entered school. These records were studied also as the writer helped in keeping them. She had access to whatever information was needed and in return added any pertinent findings from her area of work.

III. THE LIBRARY FROM THE BEGINNING

The present plant of the Hastings High School was used first in the school year of 1925-26. Before that time several smaller schools scattered in the large intensive farming area were maintained. These were brought together to

form the school as it is now. The entire school now includes grades one through twelve all under the same supervision. The building which is made of coquina rock and a red tile roof is of Spanish Architecture and contained fourteen classrooms, two offices, an auditorium, furnace room, and a cafeteria in the original plant. It was centered on a campus of ten acres at the south edge of the small town of Hastings, Florida.

The second year that the new building was occupied it was necessary to make the addition of eight more classrooms, which were added at the rear of the original plant. More subjects were offered and the need for reference books in particular was imperative. The homerooms and department rooms were furnished with a few reference books which were related to the respective teaching fields. Thus the first books were bought.

In the third year of the new consolidated school a study hall library with some reference books and some fiction for free reading was set up through the generosity of patrons of the school. However, these books were only arranged on the shelves in alphabetical order by authors and were taken care of by the study hall teacher. The writer could determine no check out system. That collection grew through the interest of the pupils of the school and their

parents. In the fifth and sixth years, 1930-31 and 1931-32, of the program some books were added with county and state funds to the study hall collection and the elementary (grades 1 through 6) home room collections were begun.

The space for shelves in the study hall, the need for an orderly arrangement, and the services of a trained person were evident. The books were needed additions to the curriculum and school life and their use had increased constantly.

In the school term of 1932-33 the first librarian was employed. The office quarters were doubled into one room and the other room, also centrally located in the building, became the first real library. The books were collected from all parts of the building, which housed grades seven through twelve, and taken to that library room. In addition to the reading room there was one spacious storage closet.

The generous aid of a former public librarian, who had for many years worked in a Chicago Public Library and now lived in the area, was available until all of the books had been accessioned, cataloged, processed, and lettered according to the Dewey Decimal Classification. In addition, when these books were ready for the shelves, a good coat of shellac was given to them to protect against the mold and insects of the semi-tropical climate.

While these books were being made ready for use, the

shelves and tables were built to fit the quarters in which they were to be used. Before the first semester was over the library was functioning very effectively and the children were taught to find books for themselves. The card catalog which consisted of a two-drawer cabinet was well stocked with author cards, title cards, and subject cards, even from that small beginning.

For several years the office-room library seemed entirely adequate even though the collection grew yearly as it received the stipulated state and county funds with additional supplements from generous patrons and local organizations. The new books were chosen carefully and added in all fields of the school curriculum.

Business education was the first of the newer offerings of the high school. This was soon followed by agriculture and home economics. Books in those particular fields were acquired. A shop building was added to the school and an additional ten acres of campus space. This ten acre tract was adjoining land and made the newly acquired subjects to the program even more important. Books were in demand for a few more areas of farm work and shop as well as the home-making subjects. The next several years proved the worth of these subjects in the school and in the community.

The day came when the original little library was

much too small and larger quarters were mandatory for effective, efficient services. In 1940-41 a larger reading room with about four times the floor space and wall space for additional shelves was occupied on the north wing of the school designated as the junior high wing. This also had an adjoining smaller room in which were two storage closets. The smaller room was designated as the librarian's work room. These quarters have been used continuously until the end of the school year 1957-58.

During the time of occupancy additional shelves have lined two walls of the workroom for back issues of magazines. These stacks contain magazines that are mostly unbound. Running water was another addition to the work room. The sink was installed with storage cabinets attached.

At the beginning of the school year of 1958-59 the library will double the reading room space by adding the adjoining rooms. An audio-visual storage room will also be a new addition and add more stack space.

It was in 1941 that physical education for boys and girls became a part of the school curriculum and ten more acres were a gift from the recreational department of the town. On this an athletic field house was built. At present a large gymnasium and a music hall are being constructed on this athletic field. These will be occupied in

September, 1958.

The book collection has grown from the very small beginning in the early years of the school to over five thousand volumes at the last yearly inventory. It has been the aim of the librarian to supply the needs of the total school program in each field represented as far as funds have allowed.

This growing library has been the means by which more and more boys and girls could find satisfying selections to fit their needs. The librarian has been able to offer better selections when her counsel has been needed. The services of the library have been in demand and its growth has gone always upward.

The library assistants are students chosen for their interest in books and their ability to assist other students. They are taught to do many routine chores of the library plus the added help to fellow pupils. Some of these chosen workers do clerical work also.

IV. THE COMMUNITY

The town and the community lie between the St. Johns River and the Atlantic Ocean. The community is made up of many thousands of acres of rich farm land. Truly the school is a community project for the town by the last statistical

census counted only 770 inhabitants. During the spring shipping season hundreds of people are added as buyers, transportation people, and workers who come for the harvesting and moving of the crops. Hundreds of farms ranging in size from 50 to 250 acres make up the large intensive farming area. The principal crops are potatoes, cabbage, gladioli, and garden farm crops. The largest citrus groves in North Florida are also in this area and there are several growing cattle ranches.

The community is definitely divided into two groups: (a) those who own and operate their own business and (b) those who are wage earners. There seem to be few social barriers which separate these two groups. They have common interests and needs; so they willingly cooperate to solve their problems. The inhabitants of the well-to-do farm homes and the day laborers assemble in P. T. A. and church congregations to work for the best interest of their school, their churches, and their community.

The school serves a radius of about fifteen miles in the lower end of St. Johns County and is the only high school in the rural area. The majority of the students come to school by bus and travel from two to fifteen miles per day - one way.

In addition to the school library the community is

served by a public library. However, the majority of the six thousand books in this library are fiction. The students are allowed the use of this library through regular membership cards, but they read more during the summer months than during the school session. Their choices then would be purely recreational.

Six churches representing five religious denominations are a part of this community. Two are within the town and four are scattered over the community which they serve. There is little or no disagreement about religious differences.

The town is on the Florida East Coast Railroad which facilitates the shipping of produce grown in the area to the markets in the large cities of eastern United States.

Two state highways cross at the south side of the town. These, along with the many hard surfaced farm-to-market roads, make all parts of the community easily accessible.

The larger part of the adult population has the equivalent of a high school education, or more. At least seventy-five percent own their own homes. Their homes range from very well kept residences to small tenant houses. The financial status of each family is determined by the occupation of the adults in the family.

V. CONCLUSION

From the descriptions of the types of occupations, kind of homes, and classes of people, it is evident that the school was peopled with a diversified group of children. The homes and the conditions within stamped its reactions on the child.

Wealthy parents could give their child a better socio-economic status and in some cases influence personality traits and interests, but wealth is powerless to buy mental ability. Yet it may, in cases of taste for reading, influence the children from those homes.

The parent who thinks of his child's future teaches him to make wise choices in his problem solving for himself.

This is aptly expressed in the following words:

Your children are not your children
They are the sons and daughters of Life's longing for
itself.

.....
You may give them your love but not your thoughts,
For they have their own thoughts.
You may house their bodies, but not their souls,
For their souls dwell in a house of tomorrow, which
you cannot visit, not even in your dreams.
You may strive to be like them but seek not to make
them like you,
For life goes not backward nor tarries with yesterday.¹

¹Kahlil Gibran, The Prophet (New York: Knopf, 1923),
pp. 21-22.

CHAPTER IV

TABLES OF RESULTS ON ABILITIES OF READERS USED *methods*

I. INTRODUCTION

Each of the 181 children used in this study was counted only once as the enrollment was taken in the seventh grade. These children were studied, however, for a period of three years in grades seven, eight and nine. The figures for grade seven each year were: 1950-51, 22; 1951-52, 14; 1952-53, 19; 1953-54, 21; 1954-55, 19; 1955-56, 25; 1956-57, 28; 1957-58, 33.

The testing program in the Hastings School begins with the Reading Readiness tests in grade one and is continuous at intervals as part of each child's school program. The complete listing of test results can be found in the cumulative folders for each child. The librarian at this point was more interested in the ability of the child to learn than in other means of measurement which were used with each individual. Health records were studied also to determine seeing and hearing difficulties. The writer is in agreement with Mr. Garrett when he says;

Data collected from tests and experiments are often a series of numbers with little meaning or significance until they have been arranged or classified in a systematic way. The first task that confronts us then, is the organization of our material and this leads naturally to a grouping of measures or

scores into classes or categories.¹

The tables made in this study give an idea of some factors that must be considered. The lower the I.Q. the more difficult the child's work. It is true according to this measuring device that many children over-achieve and many do not work to capacity. Work habits of each individual were considered.

As the librarian and teachers studied the records of the children they found that the background of the earlier school years, as well as the home life, would yield the answer sought. In other cases, even with standardized test results in addition, the proper procedure for guiding these individuals was not clear to the librarian or teachers.

Teamwork was certainly the watchword when working for the numerous intangibles. In every way the program was a part of the normal every-day routine of the pupil in his scheduled classes, as the pupil was never told at anytime that the help and guidance received were special. The writer is not sure that the assistance given was special but part of the services of those who were interested in education at its best.

¹ Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green, and Company, 1945)p. 4.

The close observation of the children from all departments of the junior high school, of which reading was a part, became a part of the work of everyday in the school year.

The writer had the happy privilege of knowing the majority of the children analyzed. This gave an added advantage from the beginning of the study as the home conditions - educational background of the parents, economic condition of the family, and standing in the community - were of first hand knowledge. Questionnaires were not necessary to determine the situation of the students as they would have been if the writer had been making the study in a school of which she was unfamiliar.

II. STRONG AND WEAK POINTS

The strongest point of this study was the cooperation of all people who were involved. When each individual teacher was asked to let the problems of the group be solved by working together as much as possible, there was always a note of accord. The English teachers seemed most appreciative of assistance, as they have always attempted to solicit the interest of all teachers of the system in the importance of reading as a tool and the vocabulary of each subject as added variety to the learners' experiences.

The length of time used for the study would also aid in determining factors sought in the study: continued interest in certain fields, number of books read by boys and girls at each grade level, percentage of distribution by grades and sex, and the growth in reading ability.

The follow-up study that has been possible because the high school is housed in the same building, gave evidence of growth.

The weaker points were in the fact that this community is rural. Even if the larger percentage of the children have had wide opportunity for travel, it is predominantly rural. They have had however, better than average opportunities for wider experiences through the travels and home advantages because of high living standards.

The small school situation would be another factor; however, a complete cross section was studied and actually the total number, when considering each child for three years, would be 543 different records. This would give added value to the study so far as numbers are concerned.

III. CONCLUSION

These tables are set up by grades and include the scores of ability tests with the year each was given. The child's chronological age and mental age were computed when

he entered the seventh grade. These results will be used in conclusions reached in chapter five as they are studied with actual reading records of each pupil.

Since one test is never conclusive, two or three tests are listed as they were available.

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TABLE I
1950 - 1951

Grade 7 1950-51		age on Sept. 1, 1950		1950-51		Kuhlman- Anderson Form II	Metropolitan General Achievement and
		C. A.		M. A.		I. Q.	I. Q.
Pupils	sex	yrs.	mo.	yrs.	mo.	1948	1951
NOS. 1	M	11	11	12	7	102	
2	F	11	8	10	9	108	
3	M	12	3	13	7		105
4	M	11	11	11	10		93
5	M	11	11	11	11		95
6	F	11	10	15	9		125
7	M	11	10	12	5		99
8	F	12	7	12	5	93	
9	M	12	0	12	5	93	
10	F	12	10	13	0		96
11	F	12	6	12	2		91
12	F	12	2	15	3		115
13	M	14	7	9	1	74	
14	M	13	11	13	4		92
15	F	10	3	15	2		138
16	M	11	9	15	6		125
17	M	14	6	12	7		83
18	F	11	11	14	5		125
19	F	12	6	15	6		118
20	M	12	0	15	8		125
21	F	12	0	14	0		109
22	M	13	7	12	7		102

Boys 12
Girls 10
22

TABLE II
1951 - 1952

Grade 7 1951-52		age on 9/1/51 C. A.		1951-52 M. A.		Kuhlman- Anderson Form II I. Q. 1949	Metropolitan General Achievement and I. Q. 1951
Pupils nos.	sex	yrs.	mo.	yrs.	mo.		
1	M	12	11	11	4	102	
2	M	12	10	10	11	100	
3	M	13	2	11	10		91
4	M	14	4	12	5		88
5	M	12	8	10	11	100	
6	M	14	8	12	10		104
7	F	12	5	14	2		115
8	M	13	6	12	5		105
9	M	13	11	10	5	94	
10	M	12	0	11	1	108	
11	F	16	4	14	0		93
12	M	12	8	10	2	94	
13	M	11	8	11	1	103	
14	M	11	9	11	4	113	

Boys 12
Girls 2
14

TABLE III

1952 - 1953

Grade 7 1952-53	age on 9/1/52			1952-53 M. A.	Kuhlman- Anderson Form II	Kuhlman- Anderson Form V	Otis Form F. M. I. Q. 1957
	C. A.				I. Q. 1948	I. Q. 1950	
Pupils nos.	sex	yrs.	mo.	yrs. no.			
1	F	12	3	13 5	102	105	93
2	M	12	9	10 2	92	88	78
3	M	12	7	10 5	104	97	87
4	M	12	5	9 11	105	94	90
5	F	12	3	10 10	102	104	102
6	F	12	4	12 1		106	107
7	F	10	0	11 10	101	116	100
8	M	12	11	13 1		103	97
9	M	12	10	10 9	111	106	95
10	F	12	8	10 11	97	101	95
11	M	12	5	10 11	102	103	93
12	F	12	4	14 2			111
13	M	12	1	18 1	111	107	113
14	M	12	1	12 4	103	100	92
15	F	11	9	20 0			133
16	M	11	11	13 1		115	96
17	M	12	4	10 4	94	98	89
18	M	12	5	11 2	98	85	90
19	M	12	7	15 10		112	120

Boys 12
Girls 7
19

TABLE IV
1953 - 1954

Grade 7 1953-54	age on 9/1/53	1953-54		Kuhlman- Anderson Form II	California Mental Maturity	Otis Form F.M. I.Q.
	C. A.	M. A.		I. Q. 1945	I. Q. 1953	I.Q. 1957
Pupils nos.	Sex	yrs. mos.	yrs. mo.			
1	M	12 11	10 10			85
2	F	12 5	14 6	90	100	90
3	F	11 3	15 9	109	121	112
4	M	13 0	14 0	87	92	84
5	M	12 11	17 0	100	113	105
6	F	12 0	14 9	109	105	101
7	M	12 5	15 4	103	105	98
8	F	12 1	14 6	103	102	92
9	F	12 4	14 5			103
10	F	12 7	13 3	101	90	83
11	M	13 2	17 6		115	98
12	F	12 1	15 6	102	110	101
13	F	12 4	17 1	106	128	107
14	F	11 8	13 8		101	91
15	M	13 7	14 8	88	93	91
16	F	11 11	16 8	111	120	110
17	F	11 11	14 1	103	101	99
18	F	12 2	15 9	101	114	101
19	M	11 11	14 6	96	105	97
20	F	11 9	14 3	103	104	105
21	M	12 8	16 4	96	111	97

Boys 8
Girls 13
21

TABLE V
1954 - 1955

Grade 7 1954-55	age 9/1/54	1954-55		Kuhlman- Anderson, Form II	California Mental Maturity Test	Kuhlman- Finch		
	C. A.	M. A.						
Pupils nos.	sex	yrs.	mo.	yrs.	mo.	I. Q. 1949	I.Q. 1954	I.Q. 1968
1	F	11	12	10	9	99		
2	F	12	0	14	9	99	105	
3	F	13	0	10	9	71		
4	F	13	0	9	5			Below 70
5	M	14	7	10	10	90	89	
6	M	14	2	10	0			88
7	M	11	9	19	2			124
8	F	12	1	12	7	99	90	
9	F	12	2	13	7		96	
10	F	12	4	17	6	104	121	
11	M	12	2	17	3	99	121	
12	F	13	8	13	7	100	85	
13	M	12	5	14	2			100
14	M	12	10	16	4	97	109	
15	M	13	6	14	1	98	96	
16	M	11	8	16	8	109	122	
17	M	12	9	14	0	102	94	
18	M	12	1	15	5		101	
19	M	11	11	15	4	100	111	

Boys 11
Girls 8
19

TABLE VI
1955 - 1956

Grade 7 1955-56		age 9/1/55		1955-56		Kuhlman- Finch	California Mental Maturity	Kuhlman- Finch
		C. A.		M. A.		I. Q.	I. Q.	I. Q.
Pupils nos.	sex	yrs.	mo.	yrs.	mo.	1949	1954	1957
1	M	13	3	10	0	84		87
2	M	14	10	13	6	95	90	93
3	F	12	3	12	5		113	108
4	M	12	9	13	6			94
5	F	12	11	11	8		93	83
6	F	12	0	11	7	108		106
7	M	12	7	11	0			91
8	F	11	11	11	8		110	107
9	F	12	5	11	2	100		98
10	M	12	1	11	10	102		109
11	F	12	2	11	6		106	88
12	F	11	8	10	9	104		113
13	M	14	0	10	10	94	88	80
14	M	12	2	13	1			113
15	F	12	1	10	9	91		103
16	M	11	11	11	7	109		90
17	F	11	11	11	0		104	
18	M	12	7	11	6	102		106
19	F	11	11	9	11	93		94
20	M	12	0	10	10			100
21	M	11	10	11	7	110		102
22	F	11	9	10	4	98		99
23	M	11	11	10	7	100		93
24	F	12	8	12	2	108		103
25	M	12	7	14	5	123		108

Boys 13
Girls 12
25

TABLE VII
1956 - 1957

Grade 7 1956-57		age 9/1/56		1956-57		Kuhlman- Finch	Kuhlman- Finch	Kuhlman- Finch
		C. A.		M. A.		I. Q.	I. Q.	I. Q.
Pupils nos.	sex	yrs.	mo.	yrs.	mo.	1954	1957	1958
1	M	12	7	14	10	103	97	100
2	F	13	10	12	3	76	83	82
3	M	12	8	14	11	98	96	103
4	M	13	8	11	11	77	75	80
5	F	12	4	16	7	105	107	115
6	M	12	5	10	7	88	92	97
7	M	12	8	17	3	105	113	113
8	M	12	4	12	7	87	98	92
9	F	12	7	14	7	100	91	103
10	M	12	8	15	11	117	116	115
11	F	12	8	14	0		104	100
12	F	12	3	15	6			109
13	F	11	9	15	3	110	103	111
14	M	12	6	22			115	128
15	M	12	1	13	2	104	112	98
16	F	12	1	14	0	116	108	103
17	F	12	6	19	4	106	113	121
18	F	12	7	24		112	117	124
19	F	12	0	14	0	104	100	103
20	F	13	0	14	0	94		97
21	M	13	0	14	0	94	100	97
22	M	12	11	14	3	86		100
23	F	12	7	14	0			99
24	M	12	1	11	11	98		89
25	M	13	0	12	8	86		89
26	F	11	9	17	2	106	108	116
27	M	12	5	12	2	99		88
28	M	11	9	11	6	94		87

Boys 15
Girls 13
28

TABLE VIII

1957 - 1958

Grade 7 1957-58		age 9/1/57		1957-58		Kuhlman- Anderson Form V	California Mental Maturity Form S	Kuhlman Finch
		C. A.		M. A.		I. Q.	I. Q.	I. Q.
Pupils nos.	sex	yrs.	Mo.	Yrs.	mo.	1953	1956	1957
1	F	13	6	11	3	88	93	87
2	M	12	7	10	6	95	93	98
3	F	12	6	13	10	104	124	112
4	M	11	9	13	2	107	115	115
5	F	12	1	12	4	100	115	99
6	F	16	3					Below 70
7	F	13	3					Below 70
8	M	14	9				66	Below 70
9	F	11	10	11	7	101	108	100
10	M	12	3	13	7		100	105
11	M	13	5	10	2			81
12	M	12	1	11	5	104	90	98
13	F	12	0	19	3	140	142	134
14	F	12	4	11	8	91	105	88
15	M	12	4	15	5			106
16	M	12	1	13	11	105	129	109
17	M	12	8	12	9	102	109	115
18	M	11	10	12	10	94	100	104
19	M	14	2	10	8	99		99
20	F	12	0	11	11			100
21	M	13	4	10	10			90
22	F	12	1	13	0	101	121	108
23	M	12	2	13	4	98	122	109
24	F	11	10	13	0	107	123	113
25	M	13	2	9	3			96
26	M	13	11					Below 70
27	M	12	1	11	5	111		
28	F	13	4	11	10	73	94	91
29	F	11	10	12	9	96	120	109
30	F	12	5	11	7	99	104	94
31	F	12	1	11	10	102	110	109
32	F	12	11	11	11			98
33	M	12	8	13	10	92	111	112

Boys 17

Girls 16

33

TABLE IX

The Eight 7th Grades of This Study

Range	Table I 1950- 1951	Table II 1951- 1952	Table III 1952- 1953	Table IV 1953- 1954	Table V 1954- 1955	Table VI 1955- 1956	Table VII 1956- 1957	Table VIII 1957- 1958	Totals of Complete Study
I.Q. Percentile									
Over 124	5	0	1	1	0	0	1	2	10
117-124	1	0	1	1	4	1	3	5	16
109-116	2	2	5	7	2	7	6	6	37
92-108	11	10	12	11	9	15	15	13	96
84-91	1	2	0	1	2	2	1	2	11
76-83	1	0	0	0	0	0	2	1	4
Below 76	1	0	0	0	2	0	0	4	7
Totals by Grades-22	14	14	19	21	19	25	28	33	181
									$\frac{x3}{543}$

TABLE X

The Age-Grade Distribution Chart in the 7th Grades

Age Distri- bution by years	Age																Totals	
	10		11		12		13		14		15		16		17		Boys	Girls
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
1950-51	0	1	5	3	3	6	2	0	2	0	0	0	0	0	0	0	12	10
1951-52	0	0	2	0	5	1	3	0	2	0	0	0	0	1	0	0	12	2
1952-53	0	0	1	1	11	6	0	0	0	0	0	0	0	0	0	0	12	7
1953-54	0	0	1	5	4	8	3	0	0	0	0	0	0	0	0	0	8	13
1954-55	0	0	3	1	5	4	1	3	2	0	0	0	0	0	0	0	11	8
1955-56	0	0	3	5	7	7	1	0	2	0	0	0	0	0	0	0	12	12
1956-57	0	0	1	2	11	9	3	2	0	0	0	0	0	0	0	0	15	13
1957-58	0	0	2	3	9	9	4	2	2	0	0	0	0	2	0	0	17	16
Totals	0	1	18	20	55	50	17	7	10	0	0	0	0	3	0	0	Grand Totals-100 81	

CHAPTER V

INDIVIDUAL READING RECORDS

I. INTRODUCTION

This study, which was planned to determine the reading interests of the junior high school pupils through their choices of books, had a two fold purpose. The knowledge, gained concerning the selections of books, was used to study the pupil and guide him in more appropriate choices of books for information and pleasure reading.

This study began September 1, 1950, and ended June 1, 1958, and all children whose records were obtainable were a part of the completed study. Students were restricted to books available in the Hastings School Library, but it is believed that this library had on its shelves sufficient books of grade and reading interests to give a reasonable choice, in both pleasure and informational reading.

The data were obtained from the individual reading records which were kept by the writer and her library assistants for the years named. All recorded books which were borrowed from the library presumably were read. These records included both required and free reading. The work habits were noted for each pupil listed, as this information gave value to the individual records.

II. METHOD OF STUDY

The area of the junior high school was chosen for the study, and the seventh was the beginning grade for each group. All obtainable information was used by the librarian in this beginning as a guide or a starting point. The books of the reference shelves do not show in this report; however, these were used regularly as they were well selected and up-to-date informational books and periodicals for assigned work. When the actual work with the children was over, these reading records were first separated by grades, by sex, and then by classification of books. A master list of titles was compiled which gave the number of readers for each. This allowed the writer to choose the fifty books most popularly read through the years of the study.

The titles were classified under the following headings for another look at the interest pattern:

1. General fiction
2. Adventure stories
3. Animal stories
4. Mystery and Detective stories
5. Career fiction
6. Hobbies
7. Sports stories
8. Science fiction

9. War stories
10. History and Travel
11. Biography (individual and collective)
12. Drama and Poetry
13. Humor
14. Mythology and Fairy Tales
15. Occupations
16. Manners
17. Short stories

The librarian, in observing the reading habits of the children, was able from day to day to detect such faulty mechanical habits as lip movement, short eye span, length of interest, etc. These were noted and discussed first with the teachers, then with the pupils if it seemed a pertinent means of assistance to the individual child.

The library has at all times been made one of the most attractive parts of the school. The bulletin boards were planned to advertise the books of the collection and other holdings of library materials and was varied from time to time to reach all fields of the curriculum. Two portable bulletin boards known as the "traveling bulletin boards" were used throughout the building whenever and wherever needed. Special days were used also as themes of the displays. Book fairs, to which all the children of the school may come,

were scheduled at least twice a year. Parents received notes of invitation to these fairs. New books could be handled and bought individually if they met with the approval of the students and their parents. Teachers were invited to these fairs with a dual purpose, (1) to note the choices of their pupils and (2) to handle these books so that they may know about selections for book orders in their individual subject fields.

Book loans were prepared by the librarian when teachers in any field wished them on named subjects. These loans were not wholly informational. Fiction books in whatever the field of interest were also included in the room loans. This librarian is a firm believer that rows and rows of books neatly arranged will not sell themselves to students without some motivation.

Pictures and slides were made at intervals of the library and the activities of the library. These with actual displays were sometimes part of P. T. A. programs during the year.

To keep the library and its importance before students, teachers, and the general public, the librarian accepted all invitations to speak before civic clubs and groups about the work of the library.

The selection of books is a cooperatively planned

activity. The book collection was studied with the curriculum in mind. The largest amount of money was allocated to the department in which the book collection seemed least adequate. This gave the students from year to year a better choice of selections as they read for pleasure or information.

Not only was the variety of subjects of basic consideration but books of different levels of reading on the same subjects.

Last but not least in the guiding and motivation policies of the librarian was her individual recommendations of books and non book materials to boys and girls whose abilities were kept in mind. The time was taken to listen to any reader who wanted to talk about a book. Perhaps the book, even though simple, was the first entire book the student had read. That in itself was an accomplishment. To find another book of equal interest and difficulty, and from time to time step up the reading difficulty yet hold his interest, was a factor of major importance also.

With these purposes met, even in part, the school library was an essential element in the school program. The purpose of the school library was as basic as the needs of the children to read.

Miss Heller summed up the duties of the librarian and the teacher when she said:

Librarians must recognize the library as a combination of reading room, study hall, classroom, and workshop. She not only gathers many kinds of materials for meeting the study and pleasure needs of the pupils, but makes direct efforts to help pupils relate these materials to their need; who recognize the necessity of teachers and pupils to work together; who are willing and anxious that the library extend into the classroom; and the classroom extend into the library; and who is never too busy to give sound pupil-guidance in reading.¹

III. STUDY OF ACTUAL RECORDS

Space would not permit a detailed study of each child's record. Therefore, tables have been compiled to give an over view of the study from the angles specified on each table.

Tables eleven through eighteen list actual numbers of books read by each child studied. The numbers 1, 2, 3, etc. by years have reference to the same children throughout the entire study. These numbers were assigned in tables one through eight when the pupils were introduced by years in the seventh grade for the study of their abilities.

IV. RESULTS OF THE STUDY

The average number of books read varied not only as the result of the child's ability to read but many times

¹Freida M. Heller, and Lou L. La Brant, The Librarian and the Teacher of English (Chicago: American Library Association, 1938) p. 13.

home environment and other outside factors caused deviations. The appreciable drop in the reading interest in grade nine was constant throughout the study. The writer feels that, along with more difficult subjects in school, the student also has broadened his extra curricula activities which do not aid in the expansion of reading interests. Boys and girls who read well in all subject fields had better vocabularies and chose better their pleasure reading. However, in the majority of instances the reading done in the ninth grade covered a wider range of subject areas. This was gratifying as much time was given in aiding students in choosing their books. Another mark of growth came in the ease with which reference materials were used.

The final enrollment of this junior high school has for many years shown more boys than girls. These boys, as will be noted from the tables, are on the average as good readers as the girls. It was noticeable that the boys read widely in more fields with sports, adventure, and science fiction as the top choices. However, the girls chose general fiction, animal stories, and career fiction for the three highest, (page 71).

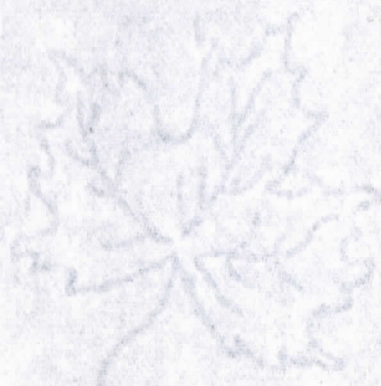
The tabulation of titles read gives a varied list of the fifty most popular titles, (page 71).

A most important implication in the results of this

study was that children who could have read more were sometimes difficult to interest; while others over achieved.

In every way, even though this study may not have been the perfect measure, the outcome was gratifying as good results were obtained from the work. There were times of discouragement, but when there was progress the outcome was worth while.

Many of these practices were possible only through the combined efforts of all departments of instruction and the administration and should never be attempted without this cooperation.



ERASABLE BOND

COTTON CONTENT

TABLE XI

Number of Books Read by Class of 1950-51

Class of 1950-51 Pupils		Reading Ability*	Number of Books Read by Grades						Totals
			Grade 7		Grade 8		Grade 9		
			B	G	B	G	B	G	
Nos.			50		35		53		138
2		M		11		12		24	47
3		L	14		21		10		45
4		M	28		18		36		82
5		M	16		8		12		36
6		H		19		21		23	63
7		M	8		17		19		44
8		H		9		11		29	49
9		M	26		25		19		70
10		M		15		16		13	44
11		L		24		8		17	49
12		H		24		18		5	47
13		L	3		4		2		9
14		M	11		7		16		34
15		H		29		28		27	84
16		H	47		25		26		98
17		L	7		9		20		36
18		M		17		11		8	36
19		M		20		12		21	53
20		H	37		3		16		56
21		M		10		10		17	37
22		M	27		55		14		96
Totals			274	178	227	147	243	184	1253

Boys ave. $274 \div 12 = 22 \frac{5}{6}$ Girls ave. $178 \div 10 = 17 \frac{4}{5}$
 $227 \div 12 = 18 \frac{11}{12}$ $147 \div 10 = 14 \frac{7}{10}$
 $243 \div 12 = 20 \frac{1}{4}$ $184 \div 10 = 18 \frac{2}{5}$

Reading average per child for the year 18 65/66

*Reading ability - (H) High, (M) Medium, (L) Low

TABLE XII

Number of Books Read by Class of 1951-52

Class of 1951-52 Pupils		Reading Ability	Number of books read by grades						Totals
			Grade 7		Grade 8		Grade 9		
Nos.			B	G	B	G	B	G	
1		L	0		0		3		3
2		M	0		0		0		0
3		L	9		0		3		12
4		L	6		2		4		12
5		M	1		0		4		5
6		M	8		14		2		24
7		H		50		30		21	101
8		M	17		10		3		30
9		M	4		3		3		10
10		M	6		9		5		20
11		M		27		24		23	74
12		M	19		9		17		45
13		L	17		4		11		32
14		H	3		1		4		13
Totals			95	77	52	54	59	44	391

Boys ave. $95 \div 12 = 8 \frac{11}{12}$ Girls ave. $77 \div 2 = 38 \frac{1}{2}$

$$52 \div 12 = 4 \frac{1}{3}$$

$$54 \div 2 = 27$$

$$59 \div 12 = 4 \frac{11}{12}$$

$$44 \div 2 = 22$$

Reading average per child for the year $9 \frac{1}{14}$ books

TABLE XIII

Number of Books Read by Class of 1952-53

Class of 1952-53 Pupils Nos.	Reading Ability	Number of books read by grades						Totals
		Grade 7		Grade 8		Grade 9		
		B	G	B	G	B	G	
1	M		39		50		8	97
2	L	35		24		5		64
3	L	17		23		5		45
4	H	70		44		13		127
5	M		15		11		16	42
6	M		25		46		8	79
7	H		14		24		5	43
8	M	16		11		9		36
9	L	11		7		3		21
10	M		24		19		11	54
11	M	7		16		3		26
12	M		24		15		10	49
13	M	10		10		3		23
14	M	25		30		4		59
15	H		47		47		10	104
16	N	20		23		2		45
17	L	14		10		2		26
18	M	30		18		3		51
19	H	22		24		3		49
Totals		277	188	240	212	55	68	1040

Boys ave. $277 \div 12 = 23 \frac{1}{12}$ Girls ave. $188 \div 7 = 26 \frac{6}{7}$ $240 \div 12 = 20$ $212 \div 7 = 30 \frac{2}{7}$ $55 \div 12 = 4 \frac{7}{12}$ $68 \div 7 = 9 \frac{5}{7}$ Reading average per child for the year 18 $\frac{14}{57}$ books

TABLE XIV

Number of Books Read by Class of 1953-54

Class of 1953-54 Pupils		Reading Ability	Number of books read by grades						Totals
			Grade 7		Grade 8		Grade 9		
			B	G	B	G	B	G	
Nos.	1	M	65		5		0		70
	2	M		57		28		7	92
	3	H		26		21		16	63
	4	L	16		16		1		33
	5	M	10		11		2		23
	6	M		25		17		17	59
	7	M	83		28		4		115
	8	M		15		6		5	26
	9	M		14		14		8	36
	10	M		17		2		5	24
	11	M	60		11		2		73
	12	M		38		16		3	57
	13	H		31		18		14	63
	14	L		23		4		4	31
	15	L	6		7		2		15
	16	H		25		51		9	85
	17	M		41		18		8	67
	18	M		22		38		15	75
	19	L	13		8		5		26
	20	M		41		21		10	72
	21	H	116		84		21		221
Totals			349	373	159	254	37	121	1293

Boys ave. $349 \div 8 = 43 \frac{5}{8}$ Girls ave. $373 \div 13 = 28 \frac{9}{13}$ $159 \div 8 = 19 \frac{7}{8}$ $254 \div 13 = 19 \frac{7}{13}$ $37 \div 8 = 4 \frac{5}{8}$ $121 \div 13 = 9 \frac{4}{13}$

Reading average per child for the year 20 11/21 books

TABLE XV

Number of Books Read by Class of 1954-55

Class of 1954-55 Pupils		Reading Ability	Number of books read by grades						Totals
			Grade 7		Grade 8		Grade 9		
			B	G	B	G	B	G	
Nos.	1	M		4		63		31	98
	2	M		6		36		40	82
	3	L		7		4		16	27
	4	L		0		25		14	39
	5	L	4		18		15		37
	6	L	16		33		36		85
	7	H	31		58		14		103
	8	L	7		9		8		24
	9	M		8	16		9		33
	10	H		10	13		12		35
	11	H	14		88		30		132
	12	L		2	12		7		21
	13	M	9		59		33		101
	14	M	7		11		8		26
	15	M	3		16		9		28
	16	H	7		25		14		46
	17	L	4		24		5		33
	18	L	7		23		14		34
	19	L	6		23		7		36
Totals			115	37	387	169	193	120	1030

Boys ave. $115 \div 12 = 9 \frac{7}{12}$ Girls ave. $37 \div 7 = 5 \frac{2}{7}$ $387 \div 12 = 32 \frac{1}{4}$ $169 \div 7 = 24 \frac{1}{7}$ $193 \div 12 = 16 \frac{1}{12}$ $129 \div 7 = 18 \frac{2}{7}$ Reading average per child for the year $18 \frac{4}{57}$ books

TABLE XVI

Number of Books Read by Class of 1955-56

Class of 1955-56 Pupils		Reading Ability	Number of books read by grades						Totals
			Grade 7		Grade 8		Grade 9		
			B	G	B	G	B	G	
Nos.									
1	L		1		7		4		12
2	M		12		24		47		83
3	H			6		11		28	45
4	M		3		35		12		50
5	M			20		10		32	62
6	H			5		6		23	34
7	M		5		4		7		16
8	H			14		20		39	73
9	M			6		17		22	45
10	L		3		10		51		64
11	H			22		12		54	88
12	H			1		13		49	63
13	L		16		10		27		53
14	M		4		19		45		68
15	M			5		7		29	41
16	L		2		8		10		20
17	M			2		8		26	36
18	M		5		6		21		32
19	M			2		6		25	33
20	M		3		10		43		56
21	M		1		8		15		24
22	H			2		8		25	35
23	L		4		8		19		31
24	M			1		4		33	38
25	H		3		5		15		23
Totals			62	86	154	122	316	385	1125

Boys ave. $62 \div 13 = 4 \frac{10}{13}$ Girls ave. $86 \div 12 = 7 \frac{1}{6}$ $154 \div 13 = 11 \frac{1}{13}$ $122 \div 12 = 10 \frac{1}{6}$ $316 \div 13 = 24 \frac{4}{13}$ $385 \div 12 = 32 \frac{1}{12}$

Reading average per child for the year 15 books

TABLE XVII

Number of Books Read by Class of 1956-57

Class of 1956-57 Pupils Nos.	Reading Ability	Number of books read by grades						Totals
		Grade 7		Grade 8		Grade 9		
		B	G	B	G	B	G	
1	L	7		8				15
2	L		0		15			15
3	H	25		17				42
4	M	2		24				26
5	M		27		30			57
6	L	16		11				27
7	H	124		60				184
8	L	7		5				12
9	M		2		20			22
10	H	6		2				8
11	M		30		34			64
12	M		9		13			22
13	M		39		20			59
14	H	17		13				30
15	L	14		7				21
16	M		20		10			30
17	H		25		40			65
18	H		22		9			31
19	M		16		9			25
20	L		7		9			16
21	M	31		42				73
22	L	15		17				32
23	M		49		3			52
24	L	17		10				27
25	L	19		7				26
26	M		13		11			24
27	L	8		3				11
28	M	23		10				33
Totals		331	259	236	223			1049

Boys ave. $331 \div 15 = 22 \frac{1}{5}$ Girls ave. $259 \div 13 = 19 \frac{12}{13}$ $236 \div 15 = 15 \frac{11}{15}$ $223 \div 13 = 17 \frac{2}{13}$

Reading average per child for the year 18 41/56 books

TABLE XVIII

Number of Books Read by Class of 1957-58

Class of 1957-58 Pupils		Reading Ability	Number of books read by grades						Totals
			Grade 7		Grade 8		Grade 9		
			B	G	B	G	B	G	
Nos.									
1	M		11						11
2	L	4							4
3	H		3						3
4	H	3							3
5	L		8						8
6	L		18						18
7	L		19						19
8	L	3							3
9	M		12						12
10	L	3							3
11	L	5							5
12	L	2							2
13	H		8						8
14	L		4						4
15	H	13							13
16	H	3							3
17	L	2							2
18	L	5							5
19	L	24							24
20	M		9						9
21	M	1							1
22	M		4						4
23	M	5							5
24	H		4						4
25	L	31							31
26	L	2							2
27	M	3							3
28	M		8						8
29	M		6						6
30	L		8						8
31	H		4						4
32	M		8						8
33	H	2							2
Totals		111	134						245

Boys ave. $111 \div 17 = 6 \frac{9}{17}$ Girls ave. $134 \div 16 = 8 \frac{3}{8}$ Reading average per child for the year $7 \frac{14}{33}$

TABLE XIX

Total of Charts 11-18 by Sex and Grade

Years of Study	Grade 7		Grade 8		Grade 9		Totals		Grand Totals	
	B	G	B	G	B	G	B	G	B	G
1950-51	274	178	227	147	243	184	744	509	1253	
1951-52	85	77	52	54	59	44	206	175	381	
1952-53	277	188	240	212	55	68	572	468	1040	
1953-54	349	373	159	254	37	121	545	748	1293	
1954-55	115	37	387	169	193	129	695	335	1030	
1955-56	62	86	154	122	316	385	532	593	1125	
1956-57	331	259	236	223			567	482	1049	
1957-58	111	134					111	134	245	
	1614	1332	1455	1181	903	931	3972	3444	7416	

TABLE XX

Reading by Fiction and Non-Fiction - Boys and Girls

Years of Study	Fiction		Non-Fiction		Totals		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	
1950-51	485	420	259	89	744	509	1253
1951-52	127	126	79	49	206	175	381
1952-53	366	323	206	145	572	468	1040
1953-54	407	509	138	239	545	748	1293
1954-55	539	255	156	80	695	335	1030
1955-56	370	501	162	92	532	593	1125
1956-57	371	387	196	95	567	482	1049
1957-58	56	89	55	45	111	134	245
Totals	2721	2610	1251	834	3972	3444	7416

TABLE XXI

Classification of Books Read by	Boys	Girls	Totals
1. General Fiction	595	1040	1635
2. Adventure Stories	751	125	876
3. Animal Stories	30	833	863
4. Mystery and Detective Stories	101	250	351
5. Career Fiction	5	335	340
6. Hobbies	4	50	54
7. Sports Stories	1121	125	1246
8. Science Fiction	629	45	674
9. Drama and Poetry	15	25	40
10. History and Travel	48	5	53
11. Biography (Individual or Collective)	145	295	440
12. War Stories	305	85	390
13. Humor	71	51	122
14. Mythology and Fairy Stories	80	101	181
15. Occupations	50	24	76
16. Manners	22	55	77
Totals	3972	3444	
Grand Totals			7416

TABLE XXII

Percentage of books read by boys and girls by grades

Years of Study	Grade 7		Grade 8		Grade 9	
	B	G	B	G	B	G
1950-51	60.6	39.4	60.9	39.1	56.9	43.1
1951-52	55.2	44.8	49.	51.	57.2	42.8
1952-53	59.4	40.6	53.1	46.9	44.7	55.3
1953-54	48.3	51.7	38.5	61.5	29.8	70.2
1954-55	75.6	24.4	69.6	30.4	59.9	40.1
1955-56	41.8	58.2	55.8	44.2	45.	55.
1956-57	56.1	43.9	51.2	48.8		
1957-58	45.3	54.7				
Totals	442.3	357.7	378.1	321.9	293.5	306.5
Grade 7 - 8	55.3	44.7				
Grade 8 - 7			53.7	46.3		
Grade 9 - 6					48.9	51.1

Boys average for entire study 52.9 percent of books read

Girls average for entire study 47.1 percent of books read

TABLE XXIII

25 MOST POPULAR TITLES OF THE STUDY*

1. Little Women
2. Treasure Island
3. The Yearling
4. So Big
5. Black Stallion
6. Adventures of Tom Sawyer
7. Twenty Thousand Leagues Under the Sea
8. Sand
9. Viking Dog
10. All-American
11. Drums in the Forest
12. Seven Came Through
13. Pacos Bill
14. Girl of the Limberlost
15. Young Trailers
16. Seventeenth Summer
17. Caddie Woodlawn
18. Story of My Life
19. Little Minister
20. Thirty Fathoms Deep
21. Falcons of France
22. Three Musketeers
23. Adventures in Time and Space
24. David Copperfield
25. Soldier Doctor

TABLE XXIV

10 MOST POPULAR AUTHORS

1. Alcott, Louisa M.
2. Rawlings, Marjorie K.
3. Farley, Walter
4. Tunis, John R.
5. Twain, Mark (Samuel Clemens)
6. Altsheler, Joseph A.
7. Brink, Carol
8. Bowman, James C.
9. Nordhoff, Charles B. and Hall, James Norman Hall
10. Ferber, Edna

* The titles and authors were not written in order of preference but were listed as they were tallied.

CHAPTER VI

THE EVALUATION OF THE STUDY

I. INTRODUCTION

It has for many years been a generally accepted assumption that reading holds a major place of importance as a tool for learning and in recreational activities of all ages. It has been imperative, therefore, that the central objectives be direction and elevation of choices in reading. If those who direct the reading of the schools are reasonably successful, the individual, who must make selections from the ever increasing mass of printed material, will be able to discriminate among the good, the mediocre, and the detrimental. By keeping the interest of the reader good guidance practices will perpetuate the worth while in reading. For with an ability to learn, and with the skill of reading having been attained in earlier years of school, a pupil can be readily guided in principles of good reading habits that will become a life long practice after school years.

Chapter four gives a group of tables which attempted to show the results collected from tests given to each child before and during the study. These aided in knowing the child.

In chapter five there are tables of individual reading records containing specific information about each child.

Chapter six will attempt to tell how far this study failed and how much was gained in solving the ever present reading problems of this school.

II. READING AND THE LIBRARY SERVICES

Librarians and teachers have appreciated studies made of effective development of literary tastes and consider them to be of exceptional value. Constantly they are told that they should develop the tastes and appreciations of their pupils in better reading, but they are seldom told how to accomplish this. It has been the lack of imagination in many librarians that kept them from developing efficient methods of their own, and therefore must depend on results of studies and methods used by others.

The two prerequisites for developing literary tastes and appreciation can be named as: (1) the knowledge of books, and (2) the knowledge of the interests of the pupils. When these have been determined, the methods of getting the pupils and the books together will not be a difficult task.

The school library should contain only books from approved lists. However, among these there should be sufficient selections to satisfy the interests of both sexes and all ages. If the books of the collection are added each year with the interest of the students and the knowledge of

the curriculum in mind, and if each pupil is given a measure of thoughtful and intelligent guidance, he will probably develop an insatiable thirst for reading. It is through continuous reading that we cultivate an appreciation of the worthwhile, and are able to make selections of reading materials with discrimination beyond school age.

III. CONCLUSION

In consideration of the limitations of the present study, the following conclusions appeared to be justifiable as the methods used were approved and the records faithfully kept.

As one of the procedures of this study the actual number of books was counted. However revealing this was, it was also important to note the kind and variety which aided even more in the guidance of the readers. The ability of the reader also played an important part in the total picture.

The librarian kept the demands of the curriculum, the ability of the child, and the selection of proper reading material before her. This was the challenge that aided in the entire program. She feels that the library is the center of all school activities and that a stronger school program has been established through good library habits.

Further proof of this statement is in the fact that checks were made on continuing progress of the better readers in high school. It was gratifying to note that the slower readers who had cultivated a love for reading and were able to do for themselves also made noticeable progress in high school. Records were kept by the librarian for all grades even though this study did not include high school pupils. There is no limit to the interests developed where the learning process is involved.

All progress was the result of combined efforts of the librarian, teachers, administrators, and pupils. The interest of all was a necessary factor. There was a marked increase of better knowledge of the most suitable books.

Names of pupils were not used in the tables. This allowed the freedom of charting and discussing impartially. The reading scores were not tabulated by a score but as (L) low, (M) medium, and (H) high. These letters were placed before each child's number on the tables of reading records.

Although there are wide differences in the abilities of these children, their home environment, their incentive to read, and their response to guiding suggestions, there are many indications that they follow reading patterns, of studies reviewed, in some respects. Some children made very

little progress in a few areas of school work while some made real progress in practically all respects. The majority made consistent progress in establishing satisfactory reading habits which lead to better classroom response in all subjects of the curriculum.

The writer does not claim that this study was entirely successful. It is only a small beginning in the right direction. To become acquainted with the child and his urgent need to read seemed to produce a change in the 181 (101 boys and 80 girls) individuals who were a part of this study.

IV. SUGGESTIONS FOR FURTHER STUDY

This investigation reveals that there is a need for the following types of study in most situations. A program of this nature should be continued in this school as it will assist in the reading program already in progress.

1. At the pre-planning sessions of the school term a thorough understanding should be reached among those who participate - librarian, teachers, and administrators.
2. A study of the reading interests should be a part of all well regulated and well planned school systems.
3. Children who have exceptional abilities should be given an accelerated program in which the library and librarian can render valuable guidance.

4. The slower learners can be given work at their own level of learning and helped to progress as rapidly as possible.

5. Available records should be kept up-to-date and all staff members allowed to use these records whenever they are needed.

6. The post-planning days should have a scheduled period for the evaluation of work done during that school year. At that time recommendations for changes in the weaker portions of the program can be valuable in the continued program in reading for all subjects and all children.

EVANSVILLE BOND



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ADDENDA

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WHY I READ THIS BOOK *

Name of book _____

Name of student reader _____

I choose this book because:

It was recommended by a teacher. _____

It was recommended by a friend. _____

It was recommended by the librarian. _____

I saw it at a recent Book Fair. _____

It was part of a bulletin board exhibit. _____

A book review in a recent issue of the
school paper made it of interest. _____I was browsing and found it on the
shelves. _____

I like this book _____ Why _____

I did not like this book _____ Why _____

* These forms may be used as a check on books but it is not
recommended for all books read by pupils.

Information on Educational Status of Parents

Please fill and return for school information files.

Names (Please print) Father _____

Mother _____

How many grades finished in elementary school (F) _____
(M) _____

How many grades finished in high school (F) _____
(M) _____

Graduated from high school (F) _____
(M) _____

How many years in college (F) _____
(M) _____

Graduated from college (F) _____
(M) _____

Name and location of college (F) _____
(M) _____

Attended special school as:
Business, Forestry, etc. (F) _____
(M) _____

Graduate study (F) _____
(M) _____

Signatures (F) _____

(M) _____

COLLON COLLEGE

EMV2V8FE BOND

Student Evaluation Sheet of the Library in Terms of His
Use and the Library Service

1. How many books have you read this school term?
2. What types of books did you read?
 - a.
 - b.
 - c.
 - d.
 - e.
3. What magazines do you read most?
 - a.
 - b.
 - c.
4. Which daily news papers do you read?
 - a.
 - b.
 - c.
5. How much time per week do you spend in the library?
6. Does the library have sufficient materials for your class preparation? Yes___ No ___
7. In looking forward to the future do you find adequate materials on careers? Yes___ No ___
8. Do you find the audio-visual materials a help in learning situations? Yes ___ No ___
9. Does the librarian or assistant in charge give enough help or suggestions for the use of the library materials? Yes___ No ___
10. Make recommendations for library improvement.
 - a.
 - b.
 - c.

Name _____
School _____
Date _____

Unit _____

Evaluation of Library Service on Unit of Work

Teacher _____ Subject _____ Grade _____
Have you taught this unit before? Yes _____ No _____Library provided less _____ as much _____ more _____ material this time than last. Was the quantity of material adequate?
Yes _____ No _____ Size of group _____ (Participating)

Evaluate materials as to value: (yes or no)

Up-To-Date Interesting Attractive Reliable

- | | |
|-------------------------|----------|
| a. Books for background | a. _____ |
| b. Recreational reading | b. _____ |
| c. Pictures | c. _____ |
| d. Filmstrips | d. _____ |
| e. Films | e. _____ |
| f. Recordings | f. _____ |
| g. Periodicals | g. _____ |
| h. Maps | h. _____ |
| i. _____ | i. _____ |

Reading level of material was satisfactory _____ too simple _____
too difficult _____ More material is needed on this subject in the following:

Pamphlets _____ Audio-Visual _____ Books _____ Periodicals _____

These specific materials were most helpful in teaching this unit:

- 1.
- 2.
- 3.

These materials were of very little help in teaching this unit:

- 1.
- 2.
- 3.

The library could have helped more by: (check)

- _____ a. Making materials more accessible in the classroom.
- _____ b. Providing space for groups to work together in the library.
- _____ c. Grouping material on this unit of work in the library.
- _____ d. Leaving material on the shelves in regular order.
- _____ e. Providing a reserve shelf for this unit of work.
- _____ f. Giving students more opportunity to use library skills.
- _____ g. Librarian holding conference with teacher to make plans.

- _____ h. Preparing a display on the subject while unit was going on.
- _____ i. Inviting group to display material on handwork in library.
- _____ j. _____ (additional suggestion)

Additional books and materials needed on this subject
(Specific titles)

- 1.
- 2.
- 3.
- 4.

Did anything come from this unit which the class would like to contribute to the library for use in the future?

For the benefit of others, please list any community resource which was found to be useful in presenting this unit. Use back of sheet if needed.

COTTON CONTENT

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